

**2013-
2015**

Arcadia
Unified
School
District

Single Plan
for Student
Achievement

FOOTHILLS MIDDLE SCHOOL



**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012.13 – 2015.16

Current year: 2012.13

School: Foothills Middle School

CDS Code:

The ***Single Plan for Student Achievement*** (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance (API). California *Education Code* and the federal No Child Left Behind (NCLB) require each school to consolidate all school plans for programs funded through School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the ***Single Plan for Student Achievement***.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Dr. Nadia Hillman

School: Foothills Middle School

Address: 171 E. Sycamore Ave. Arcadia, CA 91006

District: Arcadia Unified School District

County: Los Angeles

Phone: (626) 821-8363

Email Address: nhillman@ausd.net

Date approved by the Arcadia Unified School District Governing Board:



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District Vision

In the Arcadia Unified School District, families and community are partners for student success. The policies, personnel and resources of the Arcadia Unified School District are used to insure that all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society.

District Mission

It is the mission of the Arcadia Unified School District and the obligation of each school to provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more.

District Beliefs

- *Students are clients of the school district entitled to quality work.*
- *Teachers are leaders entrusted to create quality work for students.*
- *Principals as leaders of leaders are accountable for the success of the school.*
- *District- level staff has a responsibility to work with schools and support initiative and effort to design quality work for students.*
- *All support staff contribute to an environment conducive to engaging students in quality work.*
- *The Superintendent has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.*
- *The Board of Education is responsible for setting policies that are consistent with these belief and that help the district to realize its vision.*
- *Developing quality work requires commitment to continuous professional growth on the part of educators and district staff.*
- *The resources of the district must be organized to support the school's obligation to provide quality work.*
- *Schools and families are partners in helping students develop a sense of ownership for their learning.*
- *The school district has a responsibility to enlist family and community resources necessary to support students' school success.*



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School Mission:

Foothills Middle School is dedicated to academic excellence and to the personal, physical, and social development of students. All students are challenged to reach their full individual potential in a positive, student-centered, teacher-guided environment. The staff of Foothills Middle School believes that a school wide emphasis on providing opportunities for students to develop sound decision-making and leadership skills will help prepare them in their transition from the elementary school level to the high school level and beyond.

School Profile:

Foothills Middle School is a California Distinguished School which currently serves 765 students. All students at Foothills Middle School participate in a broad-based, integrated, and academically oriented core curriculum. Instructional practices include a balance of teacher-directed learning, student-generated activities, cooperative learning structures, extensive use of technology, and other strategies which capture the eagerness and energy of young adolescents. Adapting instruction to match the diversity of students' learning styles, interests and developmental readiness is conscientiously kept in focus.

A variety of visual and performing arts opportunities are available at FMS. A comprehensive music program including orchestra, band, marching band and auxiliary are available to all Foothills students. Drama, Video Production and Digital Photography are available as electives for students interested in Visual and Performing Arts.

Furthermore, Foothills offers an exciting noon, intramural, and after-school sports program throughout the school year. Our co-curricular program offers our students a broad variety of activities and clubs designed to help with the development of their social skills, encourage leadership, and at the same time provide a feeling of community and school membership.

School Accountability Report Card (SARC) can be located at: www.ausd.net

****No need to print the report. It is advised that you use the information included in the SARC as data to complete this Single Plan for Student Achievement.**



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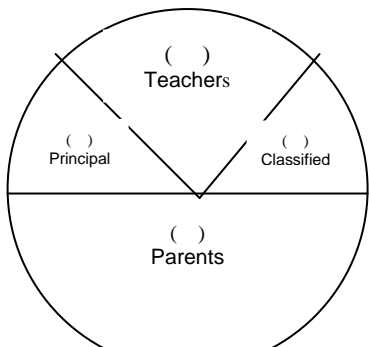
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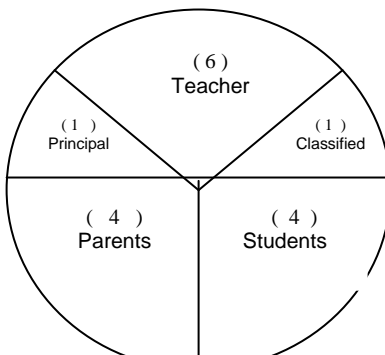
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SCHOOL SITE COUNCIL

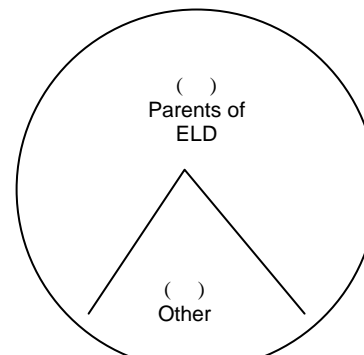
Instructions: Enter the number of members of each in the appropriate diagram



School Site Council (SSC)
Elementary



School Site Council (SSC)
Secondary



School English Learner Advisory
Council (ELAC)

List School Site Council members in the chart; indicate their membership affiliations

Members	School Site Council	English Language Advisory Council	Parent of student in school	Parent of Title I student	Parent of ELD student	Principal	Teacher	Classified Staff	Student (secondary only)	Other (specify)
Nadia Hillman	X					X				
Cindy Britton	X						X			
Lynda Farrell	X						X			
Leslie Ho	X						X			
Jennifer Prince	X	X					X			



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Scott McCulley	X						X			
John van Haaster	X						X			
Violet Herrera	X							X		
Mariana Nikolaidou	X		X							
Patty Soldo	X		X							
Nicole Reed	X		X							
Molly Lihani	X		X							
Annelise El-Khoury	X								X	
Brianna Fluhrer	X								X	
Jordan Soldo	X								X	
Sunay Poole	X								X	



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CENTRALIZED SERVICES

CURRICULUM COORDINATORS

Work with principals and teachers to develop and implement district curriculum. Oversee curriculum implementation at their level of responsibility (i.e. elementary, middle school, or high school). Conduct staff development sessions. Research and seek out experts to come to the district for further professional growth opportunities. Monitor instructional programs for TK-12 English Language Learners (ELL) at schools.

COORDINATOR OF CATEGORICAL PROGRAMS

Collect, organizes, and prepares data for state and federal reports and required evaluations. Maintains document files and records necessary for consolidated programs. Attends meetings regarding categorical programs and disseminates information as needed. Orders standardized tests for district and oversees distribution. Assists schools in the preparation, implementation, and evaluation of their school level plans.

SECRETARIES

Type and mail final forms, applications, etc. Organize materials for staff development sessions. Place orders for materials as needed. Prepare department communications.

K-CAMP

A summer school program (four weeks, Monday through Thursday) designed to help students transition to AUSD Kindergarten. Curriculum includes themes, chosen specifically for K-Camp, designed to help the student develop: oral language; pre-reading skills; math concepts; interest in science, art, and music; independence; and social skills.

CURRICULUM DEVELOPMENT

Hourly pay for teachers to prepare curriculum and in-service materials for the benefit of students. Released (substitute) time for teachers to attend conferences and workshops related to student achievement.

COMMUNITY OUTREACH ASSISTANTS

Provide a communication link between the home and the school to improve the learning experience of students; communicate with parents about school programs and services; may serve as an interpreter; and support educational programs for parents.

FIXED CHARGES

Fringe benefits for centralized personnel paid from categorical funds.

MISCELLANEOUS

Conferences, travel, printing, supplies, and equipment for Centralized Services staff to provide planning, budget information, implementation, and consultation assistance to schools.



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FISCAL PROGRAMS

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter the amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Check as needed	State Programs	Allocation
	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
	School Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$21,562
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
	Gifted and Talented Education <u>Purpose:</u> Supports opportunities for students identified as gifted and talented.	\$
	List and Describe Other State or Local funds	\$
	Total amount of state categorical funds allocated to this school	\$21,562



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Check as needed	Federal Programs	Allocation
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve teacher and principal quality through professional development and other activities including reduced class size.	\$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards.	\$
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$
	Other Federal Funds (list and describe)	\$
	Total amount of federal categorical funds allocated to this school	\$
	Total amount of state and federal categorical funds allocated to this school	\$



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SCHOOL DATA

Reflection is the key to growth. The act of stepping back and taking a fresh look at the data in order to make sense of it, learn from it, and develop new understandings. Candid stock taking and thoughtful examination requires honest self-analysis and open communication with colleagues and constituents. Use the information you have gathered from the data sources to reflect and set goals for learning for all students.

		Number of Students									
		Grade Levels									
		K	1	2	3	4	5	6	7	8	TOTAL
School Enrollment (total)								232	279	254	765
LEP Enrollment								14	10	8	32
Title I Identified											
Special Education	RSP							18	13	17	48
	SDC							4	1	2	7

		9	10	11	12	TOTAL
School Enrollment (total)						
LEP Enrollment						
Title I Identified						
Special Education	RSP					
	SDC					



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ANALYSIS OF PREVIOUS GOALS (revision years only)

Annually the school site council must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year's plan.

Conduct a reflective conversation regarding the current Single Plan for Student Achievement following criteria listed below.

In narrative form, respond to the following:

Review current Single Plan for Student Achievement goals to determine if the previous goals were met.

- Consider progress made toward achieving goals
- Reflect on progress
- Consider completion date, funding, and evaluation
- Support conclusions with data



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DEMOGRAPHIC DATA SUMMARY

The Single Plan for Student Achievement must be based on an analysis of verifiable data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). Using such measures of student performance, identify significant low performance among all student groups. **Attach 2011.12 Data Profile from Key Data Systems.**

Academic Performance by Ethnicity

Conclusions indicated by the 2011-2012 data:

1. Asian students scored 96% proficient and above in ELA, 97% proficient and above in math, and had an API score of 1002.
2. Caucasian students scored 96% proficient and above in ELA, 95% proficient and above in math, and had an API score of 980.
3. Hispanic students scored 83% proficient and above in ELA, 79% proficient and above in math, and had an API score of 910.

Academic Performance by Grade Level

Conclusions indicated by the 2011-2012 data:

1. 6th grade students scored 95% proficient and above in ELA, 95% proficient and above in Math.
2. 7th grade students scored 95% proficient and above in ELA, 97% proficient and above in Math.
3. 8th grade students scored 93% proficient and above in ELA, 100% proficient and above in Geometry, 95% proficient and above in Algebra, and 32% proficient and above in General Math.

English-Language Arts Adequate Yearly Progress (AYP)

Conclusions indicated by the 2011-2012 data:

1. Asian students scored 96% proficient and above in ELA and met their AYP.
2. Caucasian students scored 96% proficient and above in ELA and met their AYP.
3. Hispanic students scored 83% proficient and above in ELA and met their AYP.



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Mathematics Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Asian students scored 97% proficient and above in math and met their AYP.
2. Caucasian students scored 95% proficient and above in math and met their AYP.
3. Hispanic students scored 79% proficient and above in math and met their AYP.

California English Language Development (CELDT) Data

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Significant Sub-Groups (ELL, Special Populations, etc)

Conclusions indicated by the data:

1. Hispanic students are lower performing, but are rising each year. Students are rising at a similar rate as their Asian peers, so the gap remains the same.
2. SED students and non-SED students are performing at approximately the same level.
3. SWD are the lowest special population group that have not yet met the 800 API mark, having scored 793.



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Other Data Sources such as CAHSEE, Healthy Kids Survey, Physical Fitness, Local Assessments (list)

Conclusions indicated by the data:

1. Overall performance on the Spring Writing Assessment was 87% proficient for the general education population in 2011. This measure represents a 1% decrease from 2010 data.
2. Among new Foothills students, the percentage of students scoring Proficient on the Benchmark tests increased over the course of the academic year.
3. Among new Foothills students, the percentage of students scoring Advanced on the Benchmark tests decreased over the course of the academic year.

Academic Grades (Middle and High School)

Conclusions indicated by the data:

- 1.
- 2.
- 3.



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CURRENT INSTRUCTIONAL PROGRAM ANALYSIS

Consider the relationship between the current instructional program and conclusions reached from analysis of student data. Determine those program areas that need to be addressed to raise performance of all student groups with emphasis on those groups not meeting academic standards. Use information from a variety of sources such as:

- Local Assessments (writing, DIBELS, benchmarks)
- California Healthy Kids Survey, school or district data
- Physical Fitness Testing
- Library Plan
- Technology Plan
- School Accountability Report Card (does not need to be attached to SPSA)
- Accountability Rubric
- Local Educational Agency Plan
- Structured discussions with school and district staff
- Western Association of Schools and Colleges (WASC) Accreditation Report

Discussion should result in succinct and focused findings based on verifiable facts.

Conclusions indicated by the analysis:

1. Technology is needed to support the instructional program in the areas of writing, reading, and mathematics.
2. Students utilize a variety of media to communicate and interconnect.
3. Students who feel a sense of connection to the school community demonstrate greater success in a variety of measurable areas.



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STUDENT PERFORMANCE GOALS

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards:

*SCHOOL GOAL # 1 By 2015, the percentage of students performing at a proficient and above level in ELA will increase by 6%, as measured by CST scores.				
Student groups and grade levels to participate in this goal: All students		Anticipated annual performance growth for each group: 2% increase per year for students not currently at a minimum proficient level		
Means of evaluating progress toward this goal: Analyze positive growth trends among students; “Before and after” analysis of the number of students in each performance level.		Group data to be collected to measure academic gains: STAR, Benchmarks, Writing assessment, SRI, class grades		
Actions to be Taken to Reach This Goal ⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Students will write on a daily basis with a focus on 6 Traits Writing. Release time will be provided for teachers to collaborate regarding student performance, to share ideas, plan activities, visit other classrooms, and facilitate instruction.	January 2013 January 2013	Collaboration Time, Substitutes	\$3,000	SI



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<p>Staff will develop a variety of intervention opportunities for students in each grade level to support progress towards standards proficiency.</p>	<p>January 2013</p>			
<p>Staff will facilitate communication with parents to promote awareness of expectations for students to read at home</p>	<p>January 2013</p>			
<p>School will provide parent training for MyAccess, as it applies to supporting students at home</p>	<p>January 2013</p>	<p>Teacher time</p>		
<p>School will provide parent training with the Scholastic Reading Inventory program, Lexile leveling for students, and helping students with their reading comprehension.</p>	<p>January 2013</p>	<p>Teacher time</p>		
<p>Staff development opportunities will be provided in the areas of 6 Traits writing, technology hardware, Google Apps and the AUSD software suite, curricular specific areas, MyAccess, and Bloom’s taxonomy.</p>	<p>January 2013</p>			
<p>Release time will be provided for ELD and ELA teachers to collaborate regarding student performance, implementation of the common core standards, assessment design, accommodations, and to facilitate instruction.</p>	<p>January 2013</p>	<p>Substitutes</p>		
<p>Purchase specific lexile books for student use in support of SSR and Reading Counts</p>	<p>January 2013</p>			
<p>Students will take the SRI a minimum of twice per year to measure reading comprehension and receive instruction on the meaning of their lexile score, as well as choosing appropriate books as per their lexile score</p>	<p>January 2013</p>			
<p>Students not meeting grade level standards will be indentified for intervention opportunities.</p>	<p>January 2013</p>			
<p>Students will utilize the Reading Counts program by self-assessing on books they have read.</p>	<p>January 2013</p>			
<p>At least once per year, a community resource will be used to enhance interest in ELA, such as a visiting author or field trip</p>	<p>January 2013</p>			



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<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p> <p>Allocate laptop carts, document presenters, Read 180 licenses, tablets, iPads, Chromebooks, etc.</p> <p>Students will read during SSR on a daily basis with daily access to library materials.</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p> <p>Purchase laptop carts, doc. Presenters, licenses, and other technology</p>	<p>Estimated Cost</p> <p>\$7,000</p>	<p>Funding Source</p> <p>SI</p>
<p>*SCHOOL GOAL # 2 By 2015, the percentage of students performing at a proficient and above level in math will increase by 6%, as measured by CST scores.</p>				
<p>Student groups and grade levels to participate in this goal: All students</p>	<p>Anticipated annual performance growth for each group: 2% increase per year for students not currently at a minimum proficient level</p>			
<p>Means of evaluating progress toward this goal: Analyze positive growth trends among students; "Before and after" analysis of the number of students in each performance level.</p>	<p>Group data to be collected to measure academic gains: STAR, Benchmarks, class grades</p>			
<p>Actions to be Taken to Reach This Goalⁱⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Math teachers will use standards-based lessons that</p>				



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<p>Grade level math teachers will be provided release time to develop lessons, activities, and assessments that employ various learning modalities via application of math standards to “real world” problems.</p>				
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p> <p>Laptops and other technology will be acquired and consistently upgraded so as to be used most effectively in classrooms as a component of instruction</p> <p>New instructional technology opportunities will be explored and implemented (iPads/tablets, Chromebooks, student response systems, Google apps)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p> <p>Purchase laptop carts, doc. Presenters, licenses, and other technology</p>	<p align="center">Estimated Cost</p> <p align="center">\$7000</p>	<p align="center">Funding Source</p> <p align="center">SI</p>



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<p>*SCHOOL GOAL # 3_ Increase writing fluency and capacity for a variety of writing purposes and audiences, as measured by performance on District Writing Assessments.</p>				
<p>Student groups and grade levels to participate in this goal: All students</p>		<p>Anticipated annual performance growth for each group: The number of students that will score proficient on the District Writing Assessment will increase by 2% per year</p>		
<p>Means of evaluating progress toward this goal: Focus on critical thinking, communications integrity, information filtering, interconnectivity, and responsible use of technology, Google tools, District Software Suite</p>		<p>Group data to be collected to measure academic gains: Writing assessment scores, class grades, CST writing subscores</p>		
<p>Actions to be Taken to Reach This Goalⁱⁱⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Staff will work collaboratively assessing the implementation and application of a variety of writing strategies</p> <p>Each grade level will collaborate to determine the time frame for teaching each writing genre (expository, narrative, persuasive, response to literature, and summary)</p> <p>Release time will be provided for teachers to collaborate regarding student performance, share ideas, and activities</p> <p>Teachers will incorporate on-demand writing (quick writes) in the instructional program.</p> <p>Students will be required to write across the curriculum, using various means and methods, application of technology (Google Drive, shared documents)</p>				



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<p>Provide software and other instructional tools – MyAccess, Google Docs, United Streaming, Brain Pop.</p> <p>Students will receive direct instruction to develop their understanding of writing not only for different purposes, but for different audiences (“Know Your Audience”), as a key component of writing instruction.</p> <p>Students will receive direct instruction to develop their understanding of their online citizenship, netiquette, their web presence, bullying and cyber-bullying issues, and how these things are interrelated to written and other forms of expression on the Internet.</p> <p>Students will deepen their understanding and usage of all 8 Thinking Maps as a means of more wholly planning and developing a writing assignment.</p> <p>Staff will explore the development of student writing portfolios using Google Docs that demonstrate growth in each genre of writing. The portfolio can be shared with teachers, or used in conjunction with MyAccess or other AUSD/web-based software.</p> <p>Students will develop their keyboarding skills through the use of typing practice programs, Google apps, and other software applications.</p> <p>Staff will explore alternative technology opportunities to facilitate writing goals for students.</p>				
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p> <p>Laptops and other technology will be acquired and consistently upgraded so as to be used most effectively in classrooms as a component of instruction</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>



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<p>*SCHOOL GOAL # 4 Facilitate connections to school for all students, through a variety of means and methods.</p>				
<p>Student groups and grade levels to participate in this goal: All students</p>		<p>Anticipated annual performance growth for each group:</p>		
<p>Means of evaluating progress toward this goal: Club offerings, club rosters, academic performance data, school climate survey data, activity participation data</p>		<p>Group data to be collected to measure academic gains: Club rosters, academic performance data, school climate survey, activity participation survey/observations.</p>		
<p align="center">Actions to be Taken to Reach This Goal^{iv} Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>
<p>Staff will explore opportunities to increase student exposure to music and the arts through orchestra, band, drama, dance, drill, and other activities</p> <p>Students will be given increased opportunities to participate in cross-grade social activities, cultural days, lunch-time tournaments and activities.</p> <p>All grade levels will have increased opportunities to participate in dance as part of the PE curriculum</p> <p>New clubs and student activities will be explored, based on the need to provide differentiated opportunities for all students</p> <p>Staff, students, and stakeholders will collaborate to</p>				



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<p>develop school spirit activities (special dress days, school-sponsored events, at-school activities, etc.)</p> <p>Staff will analyze needs of “new to Foothills/new to AUSD” students, analyze needs of all students to make a positive connection to FMS community and ease the transition for new students to Foothills (Academic Entry Program)</p> <p>Staff will promote ASB activities and intermural sports for students.</p> <p>Promote and utilize community resources that provide positive activities for students (Recreation, library, etc.)</p> <p>Training will be provided for parents regarding how to access and interpret PowerSchool grade results for students.</p> <p>Staff will collect student data regarding student experience of articulating from 5th grade to 6th grade block schedule, and then to individual subject classes in 7th and 8th grade as a means of measuring the effects of transitioning to middle school.</p> <p>Staff will explore new leadership opportunities for students through clubs, student collaboration activities, and community resources.</p> <p>Develop an approach for character education across all facets of the school.</p> <p>Staff will develop a student-appropriate web presence utilizing effective technology, to open channels of communication between school and home.</p>				
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>



**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012.13 – 2015.16

Current year: 2012.13

School: Foothills Middle School

CDS Code:

*SCHOOL GOAL # 5_ Improve internal capacity for responding to emergencies and campus safety.				
Student groups and grade levels to participate in this goal: All students		Anticipated annual performance growth for each group:		
Means of evaluating progress toward this goal: Drills, Peer review		Group data to be collected to measure academic gains: Observations, results of drills, survey data		
Actions to be Taken to Reach This Goal ^v Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Staff will conduct a review and update of the FMS disaster response plans, and a committee will be formed to author specific procedures as needed, and as per construction/facilities changes at school.</p> <p>An inventory of the disaster bin will be documented and available to all staff.</p> <p>A survey will be conducted among staff to collect data on staff skills, special training, languages spoken, and other characteristics so as to most appropriately</p>				



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<p>allocate staff resources in our disaster response plans.</p> <p>A committee will work to integrate the disaster response team resources, and allocate staff skills and resources appropriately.</p> <p>Training will be available for CPR/First Aid certification.</p> <p>Fire drills, disaster drills, and lockdown/care-in-place drills will be conducted on a regular basis.</p> <p>Staff will develop “grab bags” for First Aid (nurse), Communications (Office Staff), and teachers containing appropriate materials for specific disaster response functions.</p> <p>Staff and students will be educated about the “Help Line” anonymous telephone reporting system.</p>				
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>



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**This page should be duplicated for each standards based goal. A minimum of 3 goals is expected.*

PARENT INVOLVEMENT PLAN

Arcadia Unified Schools Board Policy 6020	Action Steps	Start Date Completion Date	Funding Source	Means of Evaluation
1. Support the involvement of parents as partners in the decision-making processes of the school.				
2. Involve parents at the school site, with appropriate training, in instructional and support roles.				
3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.				
4. Provide access to community and support services for parents and students needing services.				
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.				
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.				
7. Instruct parents in learning techniques so that they can				



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further develop their children's comprehension and mastery of homework assignments.				
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RECOMMENDATIONS and ASSURANCES

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

- 1 The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2 The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- 3 The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. (Check all that apply.)

___ English Learner Advisory Committee

___ Other (list)

- 4 The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- 5 This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6 This school plan was adopted by the school site council at a public meeting on: _____.



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Typed Name of School Site Council Chair

Signature of School Site Council Chair

Date

Typed Name of Principal

Signature of Principal

Date